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AUTHOR Policastro, Margaret
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ABSTRACT

The purpose of this instructional guide used at Roosevelt University is to provide training information about reading, literacy, writing, and adult reading instruction for tutors and tutor supervisors. After a review of the literature, the instructional guide is developed in a step-by-step workbook format that allows the future tutor to work at an individual pace. Each of the 12 exercises presented provides opportunities for practice, writing, and discussing the content presented. (Three figures and 18 references are included.) (MS)

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TUTOR TRAINING

READING

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A Training Manual for Adult Reading and Writing Tutors

Margaret M. Policastro, Ph.D
Associate Professor
College of Education
Roosevelt University

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ROOSEVELT UNIVERSITY

TUTOR TRAINING

READING

Margaret Policastro, Ph.D.
Associate Professor of Education

The Reading Component of the Roosevelt University Peer Tutoring Program

Introduction

The purpose of this instructional guide is to provide training information about reading, literacy, writing, and adult reading instruction for tutors. A review of relevant literature precedes a discussion of the exercises. This review presents current thinking in the field of reading instruction and provides an educational framework and context for the reading curriculum.

The instructional guide is developed in a step by step work book format that allows the future tutor to work at an individual pace. Each of the 12 exercises presented below provides opportunities for practice, writing, and discussing the content presented. The exercises are meant to be followed in the order and manner in which they are presented.

The activities comprising this section are introductory in nature. The concepts and definitions to be presented regarding reading will be elaborated upon throughout the instructional guide.

Literature Review

The review of the literature is divided into three sections. The first section defines the reading process from three currently held viewpoints about reading: top-down, bottom-up, and the interactive models. The second section discusses the concept of literacy especially as it relates to surviving in a print society. The third section investigates the writing process and the relationship between reading and writing. Finally, the fourth section, discusses the latest research and techniques including job and life related skills in teaching reading to adults.

Definition of the Reading Process:

Illiteracy among adults is a serious concern in virtually every area of the nation (Calvin and Root, 1981). In the United States alone, it is estimated that six million adults are unable to read, and are classified as functionally illiterate. In Chicago, it is estimated that one in four adults is illiterate (Hendricks, 1983).

In order to provide tutor-tutee instruction and training information, it is necessary to define the reading process. Many definitions for the act or process of reading exist; some going as far back as the turn of the century. What can be derived from all these definitions, however, is that reading is a process that requires access to meaning. A common element to each definition of reading whether current or historical in nature revolve around meaning (See Figure 1).

Figure 1

History of the Definition of Reading

Reading is thought getting and thought manipulation (Huey, 1908)

Reading is Reasoning (Thorndike, 1917)

Reading is the process of getting meaning from printed word symbols (Heilman, 1967)

The essential skill in reading is getting meaning from a printed or written message (Carroll, 1976)

Reading is comprehension or the search for meaning (Mason and Au, 1986)

Arriving at meaning from the printed page, referred to as the top-down process in reading, requires that the reader puts to use all the available background and world knowledge that they bring to the printed material (Smith, 1979). What this actually means, is that when engaging in the reading act, a reader does come to the printed page with all their past experiences (Heilman, Blair, and Rupley, 1986). For example, in order to read the following part of a recipe, one must rely on background experiences or prior knowledge:

Preheat oven to 400

This statement requires that the reader knows what "preheat" means, as well as an oven and a temperature of 400. Without this knowledge, a reader is at a loss for true understanding of the text. Another aspect of the top-down process of

learning to read is that the reader uses their past experiences to predict meaning as they read (Goodman, 1973). For example, one way to think about predicting as you read is to go back to the previous statement and omit the word "oven". As a reader comes to the missing word they can use their prior knowledge in order to help them predict the missing word.

Preheat _____ to 400

A reader might ask such questions as What can I preheat? The reader might then predict possible choices such as an oven, a griddle, a waffle iron, etc., these predictions coming from previous or prior life experiences.

In contrast to the top-down model of reading is the bottom-up model. In this approach, reading is viewed as a "sound it out" or phonics approach; accumulating the smaller pieces slowly getting to the overall message of the text (Fingeret, 1984). In order to understand this approach, we can go back to the example of:

Preheat oven to 400

In the bottom-up approach, one would begin with the word "Preheat" and break it up into individual sounds such as:

P-re-he-at

This approach or viewpoint about reading is in sharp contrast

to the top-down approach. However, a third viewpoint of reading combines both the top-down meaning theory with the bottom-up phones skills approach, referred to as the interactive model. In this model, reading is viewed as meaningful; a process of constructing meaning. Phonics is seen as a useful possiblity for identifying specific words in the text.

The three models are outlined below in Figure 2.

Figure 2

Top-Down	Bottom-Up
Prior knowledge what reader brings to the print knowledge of the world message-meaning	Skill oriented phonics sound it out word by word eventually to meaning or message

Interactive

top-down meaning	bottom-up phonics

The Concept of Literacy

Although the meaning of functional illiteracy is varied, in the broadest sense, it includes people without access to printed material relevant to their informational needs. It also includes the lack of rudimentary reading and writing skills (Levine, 1982). Literacy has many facets (Bettelheim,

1981), from not reading any print form to reading a technical report. By some definitions, literacy is defined as the inability to function with reading material beyond a given grade level such as fourth or fifth grade. For the purpose of training tutors and tutees, literacy should include both reading and writing skills necessary to survive in a print society. Hunter and Harmon (1979) define literacy as the possession of skills perceived as necessary by particular persons and groups to fulfill their own self determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious or other associations of their choosing...the ability to deal positively with demands made on them by society and the ability to solve problems they face in their daily lives.

Writing and Reading: What is the Relationship?

When defining literacy, one cannot exclude or overlook the writing aspects necessary to survive in a print society. Just stop and think of the writing that is required during a given day. For example, one may need to write a note to their child's teacher, write a grocery list, or fill out an application for a job. Consequently, as literacy tutors one must understand the nature and scope that underlies the writing process as well. However, in order to understand writing, one way to look at it is in terms of its relationship to reading. In other words, how reading and writing are related to one another. (Tierney and Pearson, 1983; and Graves and Hansen, 1983.) Figure 3 below points out some of the similarities between reading and writing.

Figure 3

Reading and Writing Similarities

both are used to communicate
both use language
both construct message and meaning
both are a process

One way to view the relationship between both reading and writing is to think of a time during the day when you might use both. For example, if you had to leave before your children get home from school to run an errand, you might leave them a message such as the following:

Went to the store. Be right back.

Please clean your room!

One instructional approach to reading combines both reading and writing; the Language Experience Approach (Stauffer, 1970). In the Language Experience Approach, the teacher provides an experience for all to participate in, this is followed by either dictating or writing a story to the teacher about the experience. This material then serves as a reading source for the students. For example, in working with adult students one might find an experience such as getting a driver's license just enough to begin discussion. Once discussion of the experience begins, the tutor can take dictation from the tutee, eventually using the dictation as reading materials.

Teaching Reading and Writing to Adults

Now that the definitions of reading and literacy have been introducted, instruction in reading and writing for adults can be discussed. Several important facts must be considered when teaching adults to read (Meyer, Keefe and Bauer, 1986). First, we must remember that interpreting meaning is the goal of reading. In other words, if adults who are learning how to read spend all their time sounding out individual words, then there will be little or no purpose to their reading. Consequently, the lessons used to teach adults must be set up around gaining meaning from the print. In other words, lessons must be derived from the readers world knowledge and prior experiences and should be meaningful. Secondly, provide meaningful strategies for instruction. Third, select meaningful job-related materials that the reader knows something about and fourth, reading and writing relationships should be modeled in all lessons.

In the remainder of your training to become a tutor, it will be important for you to keep these points in mind. As you begin your tutoring-training sessions much of what has been discussed in this Review of the Literature will be translated into actual exercises for you to work through. Each step of the training process is aimed at understanding the nature and scope of the reading process and how to teach adults to read. Most important, is that reading is for meaning and it is a life-long activity.

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Instructional Guide for Tutors of Reading

EXERCISE 1 -

Developing Your Personal Definition of Reading

In order to develop your definition of reading, several exercises follow for you to do. When you finish you should begin drafting a definition of reading that covers three components. In order to complete this exercise, you might answer the following questions as you compose your definition.

Theoretical Definition of Reading:

What does reading personally mean to you?

Look at your own life long relationship with reading, what does it mean?

What do you think are the critical components of reading?

What skills do you think an adult should have?

How do you feel about reading?

What is your attitude toward reading?

Practical Definition of Reading:

What examples from your daily life can you think of that require reading?

Do you help your children with their homework? Read the Bible?

Why do you think that we need reading skills to survive daily in a print society?

What about living in a city? Does it require special reading skills? Taking the CTA? Street signts? etc.

Do we need reading to be productive citizens?

What about reading for enjoyment and appreciation?

What about betterment?

What about reading skills to become a problem-solver?

Educational Definition of Reading:

Even though you are just beginning this manual, think about how you might begin teaching adults to read. You might think of ways that you were taught to read, you might think of ways that have worked when you have helped your child with homework.

Individual Activity

Use the space provided below to compose your theoretical, practical and educational definitions.

Theoretical

Practical

Educational

EXERCISE 2

Developing Your Personal Definition of Writing

Now that you have completed your definition of reading, you can begin thinking about formulating your personal definition of writing. This exercise will follow the same format as the definition of reading.

This exercise begins with an exercise on the writing process. When you finish you should begin drafting a definition of writing.

Individual Activity

In order to complete this exercise, answer the following questions as you compose your definition.

Theoretical Definition of Writing:

What does writing personally mean to you?

Look at your own life long relationship with writing, what does it mean?

What do you think are important writing skills?

How do you feel about writing?

Do you write often?

Practical Definition of Writing:

On a daily basis, how do you use writing?

Why do you need to write in order to survive in this society?

How is writing necessary to communicate daily?

Educational Definition of Writing:

Think about how you might begin teaching adults to write. Think of ways that have helped you in your own writing as well as helping your children with their homework.

Individual Activity

Use the space provided below to compose your theoretical, practical and educational definitions.

Theoretical

Practical

Educational

EXERCISE 3

Assessing Reading and Writing Needs of Adults

This exercise introduces you to the types of decisions a tutor will have to make when working with adults. Diagnosing both reading and writing skills is the heart of all good teaching and tutoring. In order to tutor adults in reading and writing, a tutor must be able to diagnose the strong as well as weak areas of a tutee. In other words, once you have identified where a tutee needs work, you can plan appropriate lessons to follow.

Here are some common situations that you may encounter as a tutor. Read each of the following paragraphs carefully; explain your answer for each below:

A. John is a 38 year old tutee that you are working with. He knows nothing about alphabetizing. He seems to learn when given a chance; he prefers to work alone. You have noticed that he seems to learn best when he uses his visual mode (eyes) in learning tasks. You have decided to teach him the simple task of alphabetizing by using large visual letters and a telephone directory. Explain how you might begin with your instruction.

B. With John, you are also responsible for Jerry and Patricia. After you read the information below, decide if you can use the same alphabetizing activity with them. Do you think they will have the same success as John?

Jerry already knows how to alphabetize. He enjoys working in small groups. You have noticed that he has learned a great deal by listening. In other words his auditory mode (ears) seems to be strong. Do you think that he will have the same success as John? Explain.

_____

_____

_____

_____

_____

Patricia knows how to alphabetize some of the time. You are not sure that she has completely mastered the task. She seems to work best in small groups. From what you have observed she seems to prefer listening (auditory) as well as reading (visual) during your instruction. How do you think she will respond to the alphabetizing task?

_____

_____

_____

_____

_____

What you have probably already realized in this exercise, is that each of the tutees that you will be working with have different strengths and weaknesses. In fact, each tutee will have a unique set of learning characteristics. What you have done with these three situations is informally made some instructional decisions. Informal diagnosis of learner characteristics is what you will be doing the entire

session with your tutees. Your diagnostic decision making remains ongoing about a tutee. As you work through a session with your tutees, your diagnostic decisions become the information you use to plan the next activities. For example, let's look at some tutor observation comments that could possibly arise from Jerry, John and Patricia.

	Day 1	Day 2
John	Very successful with large letters - able to put into proper sequence. Will start with telephone directory tomorrow.	Explained and demonstrated how the telephone book is organized. He appeared to understand.
Jerry	Mostly observed today. He tried to help John with the large visual letters.	Had no difficulty with telephone directory activity.
Patricia	Was able to alphabetize with help. It seems that she has difficulty working on tasks independently.	Will wait to work on telephone directory - continue with letter sequence.

As you can see, each day of instruction is built on the previous days outcomes; or what happened during the session. In this manner, informal diagnosis by the tutor is continuous on a daily basis. The tutor is constantly learning new information about the tutees strengths and weaknesses. This in turn is used for the next tutoring session.

Group Activity

Now that you have completed this exercise, compare your answers with several other tutors. Discuss reasons that each of you have for your answers.

C. Kevin is 35 years old. He is reading at about a fifth grade level. His word recognition skills are very weak. He spends much of his time trying to sound out individual words. Consequently, he does not gain meaning from what he is reading. You have observed that in tutoring situations he does best when words are presented from his background experiences; words that are familiar to him. He has shared with you that he is very active in his church community and he is working toward becoming a carpenter. He likes to work with his hands and can use most tools. What kind of word recognition or vocabulary lesson would you plan for him? Be as specific as possible.

_____

_____

_____

_____

_____

_____

Now that you have completed some possible ideas for Kevin, share your response with other tutors.

A possible lesson for Kevin could be one that would allow Kevin to use his background knowledge and experiences in both church and using his hands in carpentry activities. For example, a reading lesson dealing with vocabulary specific to carpentry may be just what he needs to be successful. It will also allow you to see how he does on word recognition tasks. A simple Cloze procedure, where Kevin has to fill in the missing word might be a good starting point. Some Cloze examples follow:

Directions for Cloze exercises: Read the sentence and fill in the missing word by selecting the word that makes the most sense.

1. An electric _____ is the best tool for cutting wood.

   drill saw pan

2. A carpenter wears a _____ hat to protect his head while on the job.

   red jungle hard

3. A carpenter must know how to hammer _____ into drywall.

nails paint plaster

The Cloze procedure is a simple way of helping adults learn to use context as they read. The use of context requires that the reader look beyond a single letter or word. It is best to delete words that the adults will be able to guess correctly by using their background knowledge and experiences.

D. Mary is a 40 year old woman and mother of three children. She has difficulty comprehending what she reads. She has told you that she can read words, but doesn't understand what they mean. Mary may be selecting materials that are too difficult for her. Additionally, she may lack sufficient background experiences necessary to understand what she is reading. In working with her, she has told you that she would like to be able to read and understand the newspaper. How would you assist Mary in selecting appropriate reading materials? What kind of lesson would you plan?

_____

_____

_____

_____

_____

_____

Now that you have completed this lesson, share your responses with other tutors in your group.

Writing skills are just as important as reading skills and they can be taught together. Because they are so closely related, writing actually allows one to see more clearly the uses of print; it allows the tutee to become familiar with written language as well as practice in creativity, organizing and expressing thoughts, spelling and increasing

vocabulary. The tutees that you work with can either write or dictate information to you; this material can then be used as a source for reading. Many adults who want to read better, also want to learn how to write better. On a daily basis, adults use writing for many purposes such as to communicate with others, job related writing, etc. What other ways do we need writing on a daily basis? Make a list of possible ways writing is needed on a daily basis. Share your answers with other tutors.

_____	_____
_____	_____
_____	_____
_____	_____

The next several activities combine both reading and writing into the same lesson. As you work through each situation, think about how reading and writing are related to each other.

E. Marlene, a 30 year old tutee would like to learn how to write better. On many occasions she has wanted to send a letter to her daughter's teacher, but didn't know how. The following is a sample of her writing:

I would lik to lrn how to reed and Wright bcteR. but Someone M"st hepe me. cas I have try but I jus cont

In a small group, discuss how you would proceed with Marlene. What areas would you work on? Brainstorm a list of responses below.

_____

_____

_____

_____

_____

_____

_____

What are some of the strengths in her writing?

_____

_____

What are some of the weaknesses in her writing?

_____

_____

_____

_____

F. In working with several tutees, you discover that they enjoy writing daily journals. What do you think your tutees could gain from writing in a journal?

_____

_____

_____

Pretend that you keep a daily journal. Spend the next few minutes writing an entry in your journal. You can write about anything you want.

Journal entry here:

Daily journal writing can be an excellent source to give tutees special attention as well as to motivate them to write about life experiences. Journal writing can also serve as a source to help students work through problems that they may be encountering in their lives. By writing about situations, problems, solutions, etc. a tutee may see outcomes, consequences, etc. that may otherwise go undiscovered. An important element to successful writing experiences, revolves around a positive environment for writing. The tutor should encourage daily writing in a non-threatening atmosphere without fear of everything being "wrong" or "corrected".

G. Ralph, a 27 year old tutee, found a job description in the newspaper. The ad requires responding by letter. How might you proceed in helping Ralph apply for the job? How could you develop a lesson around meeting his needs?

EXERCISE 4

Administering an Interest Inventory

The purpose of these exercises is to guide you in finding appropriate materials to work with your tutees. Finding the appropriate materials is very important. You will need to consider several factors when selecting materials. First, the level of difficulty of the materials and secondly, the interest of the material. Interesting material for adult learners is a critical component of tutoring. For many adults, learning how to read, has been an embarrassing situation. They may have been put in a situation where they felt that they had to read "babyish" or "childish" books. Consequently, they may have developed poor self concepts and negative attitudes toward reading. If the adults are interested in what they are reading, chances are they have had some experiences or background knowledge on the topic. Since many adults lack the self confidence and motivation necessary for success in reading, interest matching becomes a critical element. Using materials to generate interest and motivation will help to hold the reader's attention. Few adults will sustain a book that they do not enjoy reading. Adults learning how to read better, must be given books that they can read successfully as well as enjoy. This will help to ensure successful reading experiences.

The simplest technique for finding out what interests your adult tutees have is to administer the following Adult Reading Interest Inventory. This inventory is divided into three categories: I would like to read about...

I would like to read...

I need to read...

Adult Reading Interest Inventory

by Betty Heathington
and Patricia Koskinen

Directions: Tell your student that you would like to find out what he/she wants and needs to read about. Explain that you will read some possibilities out loud and that she/he has five choices: "very little," "a little," "neutral," "much," or "very much." Read the items to your students: Circle the number (1 to 5) which most accurately describes your student's reaction to the item. At the end of each of the three categories, ask for further interests which were not on the list.

1. I would like to read about...

	Very little				Very much
a. animals	1	2	3	4	5
b. auto mechanics	1	2	3	4	5
c. child care	1	2	3	4	5
d. cooking	1	2	3	4	5
e. famous people	1	2	3	4	5
f. history	1	2	3	4	5
g. law	1	2	3	4	5
h. mystery	1	2	3	4	5
i. politics	1	2	3	4	5
j. religion	1	2	3	4	5
k. romance	1	2	3	4	5
l. science fiction	1	2	3	4	5
m. sewing	1	2	3	4	5
n. sports	1	2	3	4	5
o. travel	1	2	3	4	5
p. tv/movie personalities	1	2	3	4	5

I also like to read _____

2. I would like to read...

	Very little				Very much
a. comic books	1	2	3	4	5
b. crossword puzzles	1	2	3	4	5
c. dictionary	1	2	3	4	5
d. hardback books	1	2	3	4	5
e. letters	1	2	3	4	5
f. magazines	1	2	3	4	5
g. manuals	1	2	3	4	5
h. newspapers	1	2	3	4	5
i. pamphlets	1	2	3	4	5
j. paperback books	1	2	3	4	5
k. textbooks	1	2	3	4	5
l. tv listings	1	2	3	4	5

I also like to read _____

Adult Reading Interest Inventory (cont'd.)

3. I need to read...

	Very little				Very much
a. ads	1	2	3	4	5
b. application forms	1	2	3	4	5
c. Bible	1	2	3	4	5
d. bills	1	2	3	4	5
e. checks	1	2	3	4	5
f. chhildren's homework/books	1	2	3	4	5
g. coupons	1	2	3	4	5
h. dictionary	1	2	3	4	5
i. labels	1	2	3	4	5
j. letters/mail	1	2	3	4	5
k. manuals	1	2	3	4	5
l. maps	1	2	3	4	5
m. menus	1	2	3	4	5
n. newspaper stories	1	2	3	4	5
o. recipes	1	2	3	4	5
p. street signs	1	2	3	4	5
q. telephone directory	1	2	3	4	5
r. work orders/contracts	1	2	3	4	5

I also need to read _____

Heathington, B.S., & Koskinen, P.S. (1982) Interest Inventory for Adult Beginning Readers. Journal of Reading 26(3) (252-256).

After the tutor has administered the inventory, they can select the reading interests that were rated highest for possible lessons. The tutor would then plan and select materials appropriate to the tutees interests.

EXERCISE 5

Writing a Tutor Lesson Plan

The next exercise is designed to guide you through the process of learning how to develop a tutor lesson plan. The lesson plan format that you will learn consists of the following three components:

Objectives

Strategy

Organization

Each of these lesson plan sections will be discussed in detail followed by examples and an opportunity for practicing each. Every time you engage in a tutoring session, you should have prepared a lesson in advance. A plan should provide the goals, instruction, and organization needed to successfully carry out the lesson. Lesson plans should allow for built-in flexibility. That is, the tutor may need to make changes in a plan during an ongoing lesson. For example, let's say that you were working on how to read utility bills. During this lesson, you find out that your tutees want information on paying bills by mail as well as paying bills in person. You may not have planned to discuss this as part of your lesson, however, it is perfectly alright for you to branch out from the lesson and cover other information. The following section will cover the three components of a lesson in a step-by-step sequence.

Step one: Writing Objectives

Objectives: Objectives are the goals you have decided upon for your tutees based on an identified need.

State some objectives that you have had in your own life:

My life objectives:

The purpose of the next activity will be to help you learn how to develop and write tutee based objectives.

Directions: For each of the situations below write a statement describing the objectives you wish the tutee to accomplish.

1. Several tutees in your group lack the skills necessary in reading the want ads in the newspaper.

   Tutee objective

   ---

2. Joan is a fairly successful student, however, her spelling skills are very weak.

   Tutee objective

   ---

3. Several tutees are having difficulty with environmental words such as street signs, directions, etc.

Tutee objective

---

4. A tutee has requested that you help him learn how to pay his bills.

Tutee objective

Group Activity: When you complete the objectives, share and compare your responses with others in the class.

Step two: Developing strategy for tutor lessons.

Once you have identified learning objectives for your tutees, you must begin to plan out your instructional strategy or procedure. This next section is designed to help you plan and develop a variety of tutor strategies for teaching reading. What do you think a strategy is? Write your answer below.

A strategy is

In the last section (step one) you were asked to state some of your own life objectives. What strategy(s) did you use to accomplish those objectives? In other words what did you do

to achieve the objectives? Write your answer below:

As you have probably already figured out, a strategy is a plan of action, or a step-by-step procedure for achieving the objectives. In teaching reading, you will develop instructional strategies based on the needed objectives that you have planned for your tutees. For example, let's look at some typical tutee objectives and begin to plan appropriate strategies for carrying out the lesson.

Objectives:

The tutee will learn how to read a CTA map.

The tutee will learn how to read a CTA train schedule.

The tutee will learn how to get from home to the loop by reading a CTA map.

In order to begin thinking about instructional strategies, ask yourself what could I possibly do to help the tutees achieve these objectives? Write your responses below

---

Now, try to develop instructional strategies based on the objectives below. The first one is started for you.

Tutee Objective	Instructional Strategy
1. The tutee will learn how to read a CTA map	1. Bring in CTA maps for tutees to look at 2. Identify vocabulary 3. Identify landmark loca-

	tions for tutees. 4. Distinguish between bus and train routes 5. _____ 6. _____
2. Tutee will learn how to read a CTA train schedule	1._____ 2._____ 3._____ 4._____ 5._____
3. Tutee will learn how to get from home to the loop using a CTA map	1._____ 2._____ 3._____ 4._____ 5._____

The next section provides a list of some instructional strategies for vocabulary, comprehension, and writing. These strategies may be implemented for any of your future lessons that you develop for your tutees.

Vocabulary Strategies

-writing new words for vocabulary development
-finding survival words in the newspaper and want ads
-word games such as "Boggle"
-charades
-experiencing a word (such as exuberant)

Comprehension Strategies

-writing a story from an experience
-acting out a scene from a book
-reading the newspaper
-oral reading together - taking turns
-what do graphs and charts actually mean?
-reading an insurance form
-studying the Bible

Writing Strategies

-writing stories
-keeping a daily journal
-preparing a resume
-writing a business letter
-writing a letter to a friend

Step three: Organizing your lesson

Now that you can write objectives and plan a strategy for carrying them out; the details of organization must be worked out. What do you think is included in the organization of a tutor plan? Write your answer below:

Many elements go into the organization of a plan; however, the most important include:

1. Time of lesson
2. Space for lesson
3. Location of lesson
4. Tutee size of lesson
5. Materials for lesson

The components or elements that go into successful organization, will be defined next. It is critical that the tutor thinks very carefully about each of these areas in planning out the lesson. The best objectives and strategies in a lesson can turn into a disaster without proper organization. One of your goals as a tutee should be to have lessons that go smoothly. This will happen with practice and organization.

Time of lesson: At what time will the lesson take place? How long will the lesson actually last?

Space for lesson: Will you sit at tables and chairs? Will you have privacy for the lesson? Is the

space conducive for learning?

Location of lesson: Where will the lesson take place? Where will the tutoring session be held? Is the location apropriate for tutees? Is it appropriate for the group size?

Tutee size of lesson: Will you be working with more than one tutee? small group? large group? whole class? Is the group size appropriate for your instruction?

Materials for lesson: What will I be using for instructional resources?

textbooks
workbooks
chalkboard
chalk
paper/pencils
high interest books
library books
paper back books
newspapers
audio-visual materials
games and kits
teacher made materials
telephone books
survival reading materials
job/career related materials

Writing a Plan: Develop a strategy and organization plan for fullfilling this objective.

Objective: The tutee will learn how to read coupons

Strategy:

Organization:

Time

Space

Location

Size

Materials

Writing a Plan: Develop a strategy and organization plan for fullfilling this objective.

Objective: The tutee will learn how to help his/her children with their homework

Strategy:

Organization:

Time

Space

Location

Size

Materials

Writing a Plan: Develop a strategy and organization plan based on this objective.

Objective: The tutee will learn how to read for information in an emergency (medical, fire)

Strategy:

Organization:

Time

Space

Location

Size

Materials

EXERCISES 6 THROUGH 8

Planning for life-long Reading and Writing

The next three exercises are geared toward preparation of life-long related reading and writing lesson plans. Up to this point, you have defined reading and writing, assessed reading and writing needs, administered an interest inventory, and finally, developed a tutor lesson plan. Next, each exercise will provide ideas needed to prepare for each of your tutoring sessions. As stated in the Review of the Literature, reading instruction for adults learners should be personally meaningful. Therefore, your lesson plans should be developed from the needs of the tutees; while keeping the strategies as personally meaningful as possible. The next 3 exercises will focus around the following:

Exercise 6) Personal writing experiences

Exercise 7) Life long vocabulary learning

Exercise 8) Life long Reading Habits

EXERCISE 6: <u>Personal Writing Experiences</u>

There is a critical need to develop reading skills along with writing skills. Many possibilities exist for writing on a daily basis. Even if your tutees do not have any writing skills, they can dictate to you. <u>Where do writing ideas come from?</u> The best possible source for writing ideas can come from the tutees life experiences. The material can then serve as a reading source for the tutees. Finding ideas that interest tutees to write about may take time. Allowing them

to discuss life experiences may help in drawing out previous trips, etc. As a tutor, you may need to provide experiences for your tutees to eventually write about; an activity or stimulus to bring out discussion. You might capitalize on their interest by taking them on a community field trip. You may also elect to bring in a stimulus for discussion such as a movie, or even a resource person. Followng is a list of possible experiences that could generate discussion and set the environment for writing.

Field trips
observation of an object
demonstrations
showing how things work
films/movies
talking about experiences
listening to stories

Group Activity: What other ideas do you have for generating possible writing topics?

Following the discussion of the experience several possibilities exist for moving into dictation or writing. If the tutee is able to write, the tutor can encourage to begin writing about the discussion. If the tutee has not had much success in writing, the tutor can take dictation from the tutee either on paper, a blackboard, a chart, or a word processor. Another alternative to this approach is letting the student dictate his ideas and experiences into a tape recorder. By utilization of dictation, the tutee does not have to be concerned with spelling and punctuation, the student is free to create from experiences.

Group Activity

Find a partner and practice taking dictation from one another.

Taking Dictation

Directions: Use the space provided to practice taking dictation from another tutor.

Once an experience story is completed, many skills in learning to read can be utilized. Can you think of skills that you could teach or reinforce from a written or dictated experience?

Let us explore the range of skills that can be taught. For example, if a dictated story is presented to the group, the tutees can be asked to identify certain vocabulary words or asked comprehension questions related to the story. Additionally, the tutor may duplicate copies for all to read. The chart below indicates a sample of the many skills that can be taught and reinforced through writing.

Samples of Skills That Can be Taught During a Dictated or Written Story

Alphabet Identification
  Capital letters, small letters
Consonants and Vowels
  All other phonic principles
Sight Vocabulary Development
  Speaking vocabulary in print
Capitalization and Punctuation
  Grammer and mechanics
Sequence of ideas
  What happened first, second, etc.
Oral Reading
  Expression, Word Analysis, etc.
Silent Reading
  Comprehension, different purposes
Spelling
  Patterns and rules
Fine Motor Skills
  Copying the story
Manuscript and Cursive
  Improve handwriting
Main Idea
  Identification of theme
Narrative Form
  Concept of a story, exposition, direction, etc.
Locate Facts
  Detail

Journal writing is another excellent source for daily writing. A journal can be used at all times in a person's life. It is an excellent source to use during difficulty or conflict; allowing one to write about all the personal feelings and emotions. Journal writing is also a good source to use when life is relaxed and things are going well. It allows one to write about the clamness, serenity, etc. taking place. Journal entries also allow one to share different life experiences with others as well as provide private memories of experiences. Journal writing should have the option to be private and confidential or freely shared with others. Some ideas for journal writing are listed below:

- tutees can write journals that are autobiograhical in

nature, this can be done daily, or when certain experiences are encountered.

- tutees can keep journals that reflect on the future, going to school, getting a job, etc.
- journals can be kept on career goals
- journals can be a source of problem-solving, each entry toward a solution.

Activity

Please use the space below to write a journal entry reflecting on the training process of becoming a tutor. You may share your writing if you like.

Journal Entry:

EXERCISE 7

Planning for life long vocabulary learning

Are there any words that you have heard or seen that you are not sure of their meaning? Stop for a few minutes and think about it. Write down below a word(s) that you do not know the meaning for. Next, try to recall when you heard it or saw it. Was it on the news? In the newspaper? In other words, what was the context?

Unknown word	Context
----------	----------
----------	----------
----------	----------
----------	----------

Group Activity

Share your responses with other tutors. What kinds of words did they come up with.

How do you go about seeking meaning to unknown words? Write your response below:

Probably, many of you said that you look up unknown words in the dictionary. This is a good skill to use. However, there are other ways to figure out meaning of unknown words.

One way is the use Context. Context is defined as using every available clue around the unknown word to help you figure it out. Context clues can include:

-looking at the pictures, or illustrations

-reading on to figure out the word

-looking at any grammar clues

-try to pick up meanings, definitions, etc.

Now, try to figure out the missing words below from using context.

Example of using context:

Some _____ would never make it through the heat wave without being watered many times during the day.

Many gardners use _____for trimming hedges in their yard.

The Aster is an annual _____that blooms in 9-11 weeks after planting.

_____provides nutrients directly to the plant roots.

As you have been able to infer from these sentences, the context clues center on gardening. Obviously, the more background knowledge or experience one has about gardening, the easier the unknown word is to predict.

Another way of keeping new vocabulary alive for tutees is a technique called Vocabulary Self-Collection Strategy. This activity serves as an effective tool for carrying out independent vocabulary development for adult learners. The approach developed by Haggard (1983) consists of a multi-step process. It should be stressed to the tutees that the words they will learn are words that they need to know. The words should in some way be meaningful to the tutee. For example, they should select words they come in conact with. Perhaps a letter from their child's teacher has a unknown word, or a word they saw in the newspaper. The following daily sequence can be followed for using this approach.

Day One: Announce to the tutees that they will be responsible for bringing to class 2 words which they believe the entire class should learn. These words

should come from their environment.

Day Two: Tutees should write their 2 words on the board upon entering the room. When the session begins, each tutee should identify their word and tell what it means, where they found it, and why they feel the class should learn it.

Follow-up Activity: Students can then be urged to use these words as part of their writing tasks.

Group Activity:

Stop now! Have each tutor in training go directly to the board and write down 2 words - go through the procedure as a class.

EXERCISE 8: Planning life-long reading Habits

In order to help establish positive attitudes toward reading; the opportunity for daily reading during tutoring should exist. Your goal should be to develop life-long reading habits in all your tutees.

Let us examine our own life-long reading habits. First, can you think back to a time when you didn't know how to read? Jot down any thing that you remember.

Group Activity:

Share your responses

Next, can you remember times in your life - especially when you were growing up that you read for pleasure, enjoyment and relaxation? Jot down one of those experiences as you remember it.

Group Activity:

Share your responses

Do you remember ever being read to as a child? Going to storyhour, the library? etc? How do you think you developed good reading habits?

What do you consider to be good habits that will help develop and encourage life-long reading?

Group Activity

Share your responses

In each of the daily lessons that you plan for your tutees, it is necessary to include a uninterrupted silent reading period. This should be a structured period set aside

each day for the tutees to read any information they select. Tutees should be encouraged to read from a variety of sources provided such as hardback and paperback books, newspapers, magazines, comics, the Bible, or any other self-selected materials. Your major goal should be for the tutees to feel enjoyment and success in becoming life long readers.

A goal for each of your tutees should be to apply for a Public Library Card. In order to apply for a library card the tutee must be able to write his/her name and provide 2 forms of identification. One sure way that this can hapen, is to go to a public library with your tutees and take them through the application procedure.

EXERCISES 9-12

Survival Reading

The basis of teaching reading to adults who can't read is to provide for them the skills necessary to function in a print environment. In order for you to be prepared as a tutor, the following four exercises will center on:

Exercise 9 - Job Related Skills

Exercise 10 - Daily Information

Consumer Information

Exercise 11 - Working with homework

Exercise 12 - Reading for protection

When you wrote your personal definitions of both reading and writing you wrote a practical definition of each. The Practical definition focused on the survival aspects of both.

Why do we need to read and write in order to survive in a print society? Go back to exercises 1 and 2 and reread what you have identified as important.

EXERCISE 9

Job-Related Skills

This exercise is designed to help you develop tutor lessons that focus on teaching job-related skills. In order to do this we must identify what job-related skills entail. Make a list of what you consider to be important job related skills.

_____	_____
_____	_____
_____	_____
_____	_____

Career & Job Possibilities

Probably the first area to discuss with tutees should be centered on career and job possibilities. Where would you begin to look for a job? The newspaper is an excellent source as the want ads provide the needed source of information.

Activity

Develop a lesson plan around Reading the want ads of the newspaper.

Objectives **Strategy** **Organization**

Developing a Resume

As tutees begin to find and select want ads, you will need to guide them on developing a resume. The best way to do this is to provide a framework for what should be included. In other words provide a model plan. What do you think should be included in a Resume?

Resume

Name
Address
Phone
Education
Previous work
Community involvement
Volunteer

Once you have decided what should be included, draft a resume with your tutees. Be sure that when it is rewritten you have checked it for any errors.

Activity

Now, develop a lesson plan for writing a resume.

Objectives	Strategy	Organization

Letter of Application

Once a resume is completed, a tutee can begin applying for appropriate jobs. Often times, the way you apply for a job is through a letter. This requires sending a cover letter with a resume. See example below:

From: Date:
To:

Dear ____:

I am applying for the secretry job as advertised in the Chicago Tribune. Enclosed is my resume showing my work experience. I may be reached at 875-5891 after 5 p.m. weekdays.

Sincerely yours,

Mary Watkins

You might want to practice writing letters of application with your tutees.

Activity: Develop a lesson plan around the letter of application

Objectives **Strategy** **Organization**

Job Applications

The purpose of this section is to teach you how to prepare your tutees for filling out a job application. It will be important for them to have a broad understanding so they will be able to fill out any job application. The best way to prepare them for any application is to get them familiar with job applictions. Bring in applications and go over any unknown vocabulary or language that is used. It is very importnt that the completed application is as perfect as possible. A sample application follows:

Job Application

Personal Information

Name Social Security Number
Address
phone

Education

Name and date attended-graduated
High School
College

Previous Work Experience

Name and address Position Dates

References

Name Address Business
Date _____ Applicant's signature

Activity

Develop a lesson plan around filling out a job application:

Objectives	Strategy	Organization

EXERCISE 10: Daily and Consumer Information

This exercise is designed to help you become familiar with the wide range of daily reading and consumer information that is available. Your tutees will need to become proficient in reading daily survival materials as well as becoming informed consumers.

Daily Reading Information

Daily reading information can include all sorts of print. What do you consider to be the 5 most important pieces of printed information that you come into contact with on a daily basis?

1. _____
2. _____
3. _____
4. _____
5. _____

You may have listed some of the following-- newspaper, CTA map, schedules, mail, children's homework, etc.

Activity:

Develop a lesson plan around teaching Daily Reading information.

Objectives **Strategy** **Organization**

Consumer Information

Being an informed consumer requies some special attention. You must know how to read labels, menus, bills, coupons, advertisements, etc. The following list includes general information that your tutees should learn in order to become informed consumers.

labels: look at products-- identify important vocabulary
menus: how do you order economically?
bills: phone, gas, electric, how to analyze it, solve any problems
coupons: are using coupons really wise? checking for technical vocabulary
bank account: exactly how to do it in an economical way
Understanding Advertisements: what is really a deal?

Activity: Develop a lesson plan from any of the consumer information areas.

Objectives **Strategy** **Organization**

EXERCISE 11

Working with Children's Homework and Religious Information

Many of your tutees will be interested in improving their reading and writing in order to help their children with school related work. Additionally, many adults feel that they lack the skills necessary to read religious materials - specifically the Bible. The following sections will provide information that wll help you to teach them to work with their children as well as religious information.

Homework

Probably the best preparation you can give your tutees for helping their children with homework, is to encourage them to read to, and with their children. Encourage them to read a book when their children are reading school related work. Find a comfortable location to set the reading atmosphere in the home. The might set aside a certain time each evening just to work on homework. Other activities for reading with children include:

1) selecting stories together

2) taking turns reading orally.

EXERCISE 12

Reading for Protection

Reading for protection is one of the most valuable tools that you can provide for your tutees. They may encounter a situation that requires reading in an emergency or to save a

life.

What do you consider reading for protection to include? Make a list below:

_____	_____
_____	_____
_____	_____
_____	_____

Reading for protection means that your tutees can protect themselves in a variety of situations. You might go over the following information words to be sure they know what each means:

Protection Vocabulary

No Trespassing	Stop
Don't Walk	Do Not Enter
Walk	Caution
School Crossing	No Swimming
Danger	Ped Xing
Bike Xing	Keep Out
Women	Emergency
Poison	Phone
Men	Exit
Hospital	Police

You might ask your tutees where they have seen these words - in what context? For example, take the word <u>Emergency</u> - ask where they have seen the word - hospitals, airplanes, etc. What does the word Emergency mean? Another very important word is <u>Poison</u> - think about all the things in homes that are poisonous. Find out if your tutees know how to identify labels with Poisonous ingredients.

<u>Activity</u>

Develop a lesson plan around reading for protection.

Objectives **Strategy** **Organization**

Supervision of Tutors

In order for the tutors to continue learning about the most effective instructional practices to teach reading, ongoing supervision and feedback is necessary. Therefore, the purpose of this section is to provide a set of guidelines for the Supervisor. These guidelines are divided into two categories. 1) Supervison of the tutee-tutoring session and 2) working with only the tutors. These guidelines are meant to be implemented in a flexible fashion. In other words, some you may find will apply more directly than others to certain situations. It will be up to you to decide how and where they fit your situation. The most important point to keep in mind as a supervisor, is that you want to help bring about on-going professional growth. You want to give consistant reinforcement and confidence to the tutors; praising them for doing a good job.

Supervision of tutoring sessions

The followng guidelines could be used in a check list fashion. Some may apply more directly than others.

Guidelines for observing the tutors

1) Has the tutor identified clear objectives for the lesson?

2) How are the objectives evident or presented in the lesson?

3) Does the tutee have the background knowledge for the objectives?

4) Is the tutee aware of the purpose of the lesson?

5) Has the tutor decided what the tutees need to know?

6) Has the tutor done some diagnosis of reading

and writing needs?

7) Has the tutor provided the "readiness" for the lesson?

8) Has the tutor provided direct explanation of the lesson... step one, step two...?

9) Are examples for the tutee provided?

10) Have strategies been developed that carry out the specific objective in a clear manner?

11) Does the tutor maintain a positive environment for the tutees during the session?

12) Does the tutor provide consistant feedback and reinforcement during the tutoring session?

13) Has a positive rapport for learning been established between the tutor and the tutee.

14) Are provisions made for <u>all</u> the tutees in the group? In other words, are all the needs of the tutees considered?

15) Are the lessons interesting and inviting for the tutees? Are interests sustained?

16) Are the experiences of the tutees taken into consideration during individual lessons?

17) Is Reading for pleasure/enjoyment a part of each tutoring session?

18) Is the Reading instruction kept at the appropriate level for the tutee? Not too hard or too easy?

19) Does the tutor appear to communicate with the tutee? Is sensitive to the tutee?

20) Does the tutor have high expectations for the tutee?

21) Does the tutor provide beginning and ending review for each lesson?

22) Is there sufficient time to practice new skills during the lessons?

23) Is the lesson organized? Enough time provided? Space appropriate?

24) Are the materials effective for each objective?

25) Is there some sort of recordkeeping or monitoring of tutee progress?

Meeting with Tutors

When meeting with just the tutors, the supervisor should have a specific set of goals to accomplish. Additionaly, tutors should be able to discuss any immediate problems, etc. What follows, is a list of possible topics and ideas that could be covered when meeting with tutors.

1) Provide discussion time for tutors to talk about their individual experiences. Let them discuss how they solve problems, etc.

2) Lesson Planning - allow tutors time for working on weekly plans. Make sure that they understand the correct lesson format.

3) Models - have model lesson plans available for students to see that cover a wide range of topics and ideas. Give out copies for them to add to their file.

4) Diagnosis - on-going diagnosis should be discussed. In other words, are they able to monitor continuous and on-going diagnosis? Provide for the tutors informal checklists, teacher-made observation forms, etc. Perhaps a session with the tutors could be spent learning how to administer and Informal Reading Inventory.

5) Materials and Resources - spend a session looking at supplemental tutoring materials. Bring in new materials to share when available.

6) Audio-visual - make use of any audio-visual materials that may be available. Bring in movies, overhead projectors, film-strips, etc. Demonstrate how to use each.

7) Computers - Demonstrate using the computer. If possible provide word processing for tutors so they culd then train their tutees.

8) Community Resources - take the tutors in the community - make sure they know the places available for field trips - especially the public library.